

Wanted Posters

Method

Students will research invasive forest plants and design “wanted posters” that illustrate the plants’ “shady” characteristics and crimes.

Getting Ready

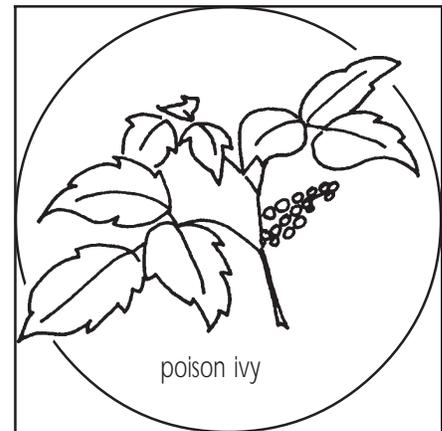
1. Gather reference books and/or obtain access to the Internet for each group of students.

Introducing the Activity

When law enforcement officers want to track down a criminal, they often post wanted posters or display mug shots and distinguishing features on the evening news. We can increase awareness of the problems with invasive plants by making wanted posters.

Doing the Activity

1. **Identify invasive forest plants that could be featured on a poster.** Use the list on pages 195 – 204 of **Invasive Plants of the Upper Midwest** for ideas. Good possibilities include: garlic mustard, oriental bittersweet, Canada thistle, crown-vetch, Eurasian honeysuckles, Japanese knotweed, buckthorns, and multiflora rose.
2. **Brainstorm information needed for the posters.**
 - Common name
 - Scientific name
 - Aliases
 - Image (e.g., photo or line drawing)
 - Distinguishing features (e.g., flowers, leaves, or fruits that identify the plant)
 - Reproductive strategies (e.g., seeds, suckers, or fragments)
 - Crimes it is charged with (e.g., shading out, strangling, or stealing resources from native plants).
 - Ecological reward for arrest (e.g., more beautiful forest, increased biodiversity, and better habitat for local wildlife)
3. **Create posters.** Students can use poster board and markers or computer software to produce their posters.



Objectives

- Research an invasive forest plant.
- Present information about the plant in a creative format.

Grades

4 – 12

Group Size

Individuals or small groups

Activity Time

One 50-minute period plus homework

Setting

Classroom

Materials

- Reference books and/or Internet access
- Paper, pencils, markers
- Optional: access to desktop publishing programs
- **Invasive Plants of the Upper Midwest**

Academic Standards

Grade 4

- English Language Arts: E.4.3

Grades 5 – 8

- English Language Arts: E.8.3

Grades 9 – 12

- English Language Arts: E.12.3

4. **Present posters to the class.**
5. **Display the posters in classroom, school, or community buildings.**

Assessing the Learning

Posters should include all the elements that the class decided were essential. Posters should be neat and well-organized with headings and subheadings to help readers find important information. Drawings or photos should show the plants' identifying features. There should not be spelling errors.

Extending the Learning

Be the photographer. Using a digital camera, allow students to take their own photos of plants for the wanted posters.

Finding Out More!

Weed Hall of Shame. Bureau of Land Management. 2000. View sample wanted posters. <www.blm.gov/education/weeds/hall_of_shame.html>

Integrated Pest Management. University of Nevada. 1999. View sample wanted posters. <www.ag.unr.edu/wsji/pm/Wanted_posters/wpost.html>

